

Title: When We Were Alone and Identity

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Marissa: I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

Laura: I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

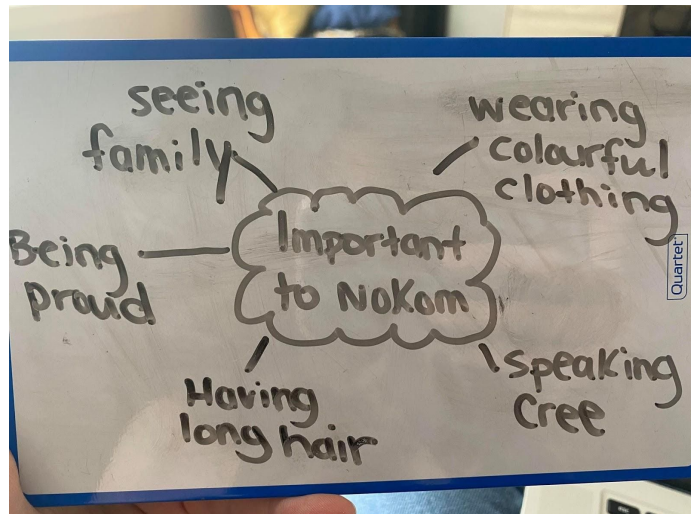
Resources used and possible concerns	<p>Resource:</p> <ul style="list-style-type: none">• Picture Book: <i>When We Were Alone</i>, written by David Roberston, illustrated by Julie Flett. <p>Possible concerns:</p> <ul style="list-style-type: none">• Pronunciation of Cree words: On the publisher's website <i>Portage and Main Press (n.d.)</i>, there is a video resource that uses correct pronunciation of all Cree words that can be reviewed before reading aloud https://www.youtube.com/watch?v=QRM-He0vN_U&feature=emb_title• Ensuring that students have some prior knowledge of the Indigenous peoples of Canada, such that they understand whom we are talking about.
Author/creator and/or literature background	<p>David Robertson</p> <ul style="list-style-type: none">• Cree, from Winnipeg, Manitoba• Has written several acclaimed graphic novels as well as branching out into television, poetry and novels.• Won the 2017 Governor General's Literary Award for "When We Were Alone" <p>Julie Flett</p> <ul style="list-style-type: none">• Cree-Métis, from Toronto, Ontario• Has written and illustrated many children's books

	<ul style="list-style-type: none"> • Won the 2017 Governor General’s Literary Award for her work on “When We Were Alone”
<p>UPE course connections (not exhaustive)</p>	<p>EDUC 450: Diversity in Learning</p> <ul style="list-style-type: none"> • In the course, Diversity in learning, pre service teachers are asked to consider non-dominant perspectives. As this lesson takes on the perspective of a Cree grandmother and focuses on understanding and respecting the identities/cultures of all, it brings to life the message and learning objectives of EDUC 450. <p>EDUC 520: Interdisciplinary Learning</p> <ul style="list-style-type: none"> • This lesson has a social studies core, but it also incorporates language arts, including: comprehension and writing, and ties in the art curriculum by utilizing creativity and construction of art to represent oneself. It addresses a multitude of general and specific outcomes from various programs of study and therefore utilizes the interdisciplinary course. <p>EDUC 460 and 535: Specialization I & II</p> <ul style="list-style-type: none"> • This lesson fits into several specialization subjects. This lesson has students interacting with literature and making a text to self connection and summarizing their thoughts through an artist statement. It also connects to the social studies specialization through identity and understanding the differences that make up a community. There is also a connection to fine arts as students will create a multi media self portrait to represent their identities and what makes them unique.
<p>K-12 connection</p>	<ul style="list-style-type: none"> • Target age range: Grades K-3. This book suits the K-3 Social Studies curriculum as an introduction to the topic of residential schools and the history of Canada. <ul style="list-style-type: none"> • Specific Outcomes: <ul style="list-style-type: none"> • K.2.1 value how personal stories express what it means to belong • 1.1.1 value self and others as unique individuals in relation to their world: • 1.1.3 examine how they belong and are connected to their world

	<ul style="list-style-type: none"> ● 1.2.1 appreciate how stories and events of the past connect their families and communities to the present ● 2.2.1 appreciate how stories of the past connect individuals and communities to the present ● 2.2.4 appreciate how connections to a community contribute to one's identity ● 3.1.1 appreciate similarities and differences among people and communities ● 3.2.1 appreciate elements of global citizenship <ul style="list-style-type: none"> ● Subjects: Social Studies, English Language Arts, Fine Arts
Materials	<ul style="list-style-type: none"> ● When We Were Alone Book ● Chart Paper or White Board or Smart Board ● Pencils ● Paper ● Multi Media Art Supplies (magazines, coloured paper, white paper, markers, pencil crayons, yarn, sticks, leaves, buttons, feathers, scissors glue, paint, etc.)
Rationale	<p>Big idea: To build and emphasize a sense of equality and belonging by respecting and understanding the identities of others and ourselves.</p> <p>Purpose: Students will engage with the history of Canada and the importance of acceptance of all cultures while recognizing their own identities. Students will view identity through an Indigenous lens (specifically Cree) and will utilize this lens in order to develop an understanding of their own identity and values.</p> <p>Significance: By sharing multiple perspectives with students, they are able to understand the identities of other people as well as themselves. This resource provides a way to discuss Indigenous ways of life and knowing while getting students to think about their own ways of life and knowing.</p>
Lesson/activities	<ol style="list-style-type: none"> 1. Explain that the story you are going to read is about something that happened in real life in

Canada. There were laws made that were not equal or fair. These laws made it okay to take Indigenous children away from their families and put them into schools. These schools were not very good places, and they did not treat the children nicely, or let them do the things that were important to them and their Indigenous backgrounds. Tell the students you are going to read the story so we can learn what the schools were like and how the children felt. *Students have experience with who the Indigenous peoples of Canada are and have had prior exposure to this terminology*

2. Read "When We Were Alone". Pause to emphasize the things that Nokom was not allowed to do while at the residential school.
3. Ask the students at the end of the story to repeat to you this list of things, to ensure comprehension. Chart their responses on the board or chart paper as a reference for later. The list could include: Wearing colourful clothing, speaking the Cree language, having long hair, being proud of their identity, seeing their families.

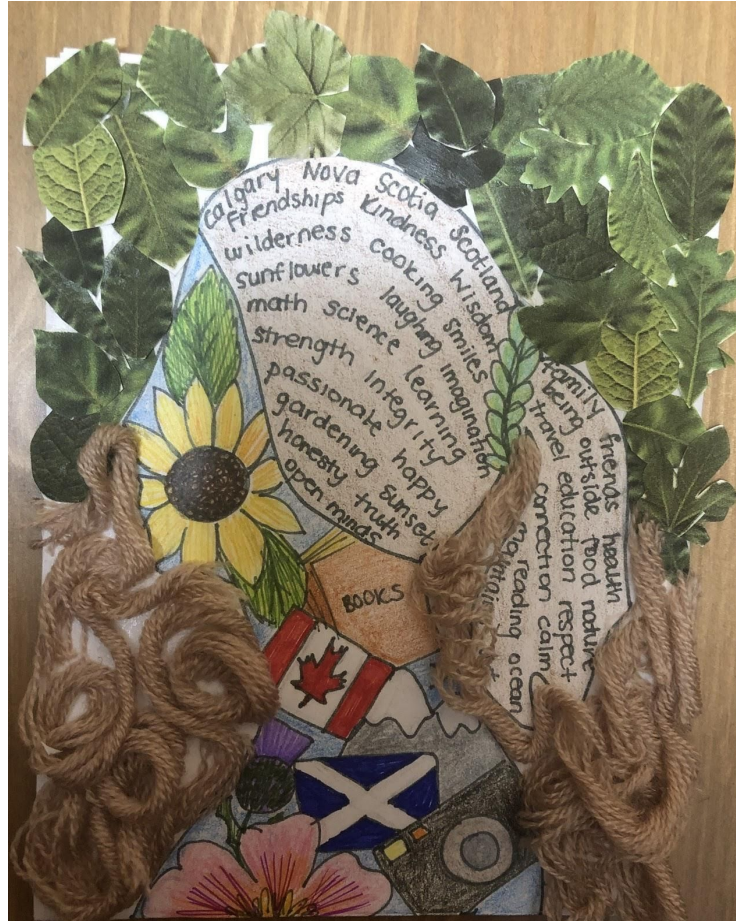


4. Have a discussion with the students about the importance of these things to some Indigenous cultures, for example, long hair. When children went to residential schools their hair was cut very short to make them blend in with non Indigenous people, but hair is a sacred part of the body in some Indigenous cultures for men and women.

Braids can be a symbol of strength, wisdom, and are something that reflects their identity and even help carry memories. For some, hair is only cut when they are grieving a loss, like losing someone they love. So this is why having long hair can be an important part of culture, it shows how traditions and choice were not always allowed.

5. Explain to the students that these things are important to Nokom because they make her feel like a part of her Cree community and helps her to understand her culture and identity. These are the things that make her people special and unique from others.
6. Explain that we are going to now think about what things are important to us and what makes us feel connected to our culture and community. Prompt with questions such as: What languages do you speak at home? Do you see lots of family? What foods do you eat? What holidays do you celebrate? Do you have any special traditions? Do you wear special colours or clothes like Nokom? Etc. Leave this question up on the board or chart paper for students to reference.
7. Students will go to their workspace and brainstorm lists of aspects that are important to them and their identity. They can write a list, make a word web, record some audio of their thoughts or draw pictures of these aspects.
8. Once students have finished with their lists, have them pair up and share with as many other students as time permits.
9. Have the students come back together as a group, and ask them if they would like to share one thing they learned about what is important to someone else that they shared with. Explain that it is important to understand other people and what makes them special; we want to respect and accept everyone so they don't feel the same sadness that Nokom did. We don't want to repeat the same mistakes of the past.
10. Students will finalize their lists of important things, once it has been reviewed by a teacher, they will create a silhouette of themselves on a piece of art paper taking up almost the full page. Once they

have their silhouette, they will add in words or pictures from lists in order to create a mixed media self-portrait that represents their identities and cultural heritage.



11. Students will create a video recording as their artist statement, explaining why they choose certain words, materials and images. Once the video is recorded, it can be uploaded to Iris.

Supporting Sources (APA):

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